

**Performing Arts
(multiple indexes)**

DO NOT MAKE ENTRIES ON THIS SHEET. IT IS FOR DISPLAY ONLY

Student Fee allocations

	16-17 Actual	17-18 Actual	18-19 Budget	19-20 Proposal	19-20 Difference	% 19-20 Difference
Base amount	\$ 174,129	\$ 185,098	\$ 202,119	\$ 222,119	\$ 20,000	10%
61000 - Salary	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
62000 - Wages	\$ 30,500	\$ 33,017	\$ 33,017	\$ 33,017	\$ -	N/A
63000 - Benefits	\$ 2,646	\$ 1,817	\$ 1,817	\$ 1,817	\$ -	N/A
71000 - Current Expense	\$ 159,454	\$ 182,659	\$ 199,680	\$ 219,680	\$ 20,000	10%
75000 - Travel	\$ 14,200	\$ 14,200	\$ 14,200	\$ 14,200	\$ -	0%
76000 - Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
77000 - Capital Outlay	\$ 3,000	\$ 3,000	\$ 3,000	\$ 3,000	\$ -	0%
Total Expense	\$ 209,800	\$ 234,693	\$ 251,714	\$ 271,714	\$ 20,000	8%
One time request				\$ -	\$ -	N/A
Total Request	\$ 209,800	\$ 234,693	\$ 251,714	\$ 271,714	\$ 20,000	8%
Carry Forward	\$ 45,194	\$ 41,842	\$ 20,001	\$ (0)	\$ (20,001)	-100%

Notes, including any one-time request(s):

STUDENT FEE RECOMMENDATION COMMITTEE FEE REQUEST QUESTIONNAIRE FOR 2019-2020

Department or Program Name: Performing Arts: Dance, Music and Theatre

Name & E-Mail: Thomas Priest

Phone: x-7181 Location: Val A. Browning Center for the Performing Arts, BC 331

**Return Fee Request (this Questionnaire and the attached Spreadsheet) via email by
Wednesday, December 5, 2018, at 4 pm to Jennifer Brustad at jenniferbrustad@weber.edu.**

Note: All Student Affairs units must review fee requests with their SAMC representatives prior to submission.

Please respond to all of the following questions in a brief and concise manner (do not exceed 5 pages for questions 1-5).

1. What is your overall mission?

DANCE

The Dance Program's mission is to make a difference through dance by performing, creating, discovering, thinking and connecting.

Access – Rich opportunities to *perform*, study styles and techniques from many cultures, and to create. Individual attention from faculty and a collaborative approach allow students to improve every day. Technology-based courses, dance science and rigorous academic preparation in theory and criticism open doors for careers in dance and related fields.

Community – Through established courses students work with communities on campus and beyond and learn to teach, perform for and work closely with others, to *experience* the value and power of dance.

Learning – Students apply themselves and explore their points of view in order to grow as dancers, creators, thinkers and leaders, to *discover* the role dance plays in their life and work, to be self-motivated, independent and responsible.

These experiences support 21st century skills, to *think* creatively and critically, to work collaboratively with others, and to communicate. These skills are also embedded in the language and practice of dance, and prepare students for the evolving job market, to live as engaged individuals, to embrace lifelong learning, and to enrich society.

MUSIC

The school of music at WSU educates students holistically in order for them to succeed in today's wide-ranging professional environment by fostering creativity, critical thinking, and collaboration while respecting diverse musical traditions.

THEATRE

The Theatre Arts area of the Department of Performing Arts provides scholarly, creative, collaborative and practical theatre experience for students. The objectives of the program are to:

- A. Encourage participation in and appreciation of theatre and drama;
- B. Foster creativity and develop technical skills in acting, directing, theatrical design, script writing, theatre education, dramaturgy, and stage and theatre management;
- C. Use and develop higher level thinking skills including analysis, synthesis, and creation in understanding and organizing knowledge;
- D. Prepare students for careers or professional schooling in those fields that require strong presentational skills, creative problem solving, effective collaboration, and an understanding of human experience.

1. **What do students gain from participating in your program/facility that contributes to the success of a student's educational experience at Weber State?**

DANCE

The Dance Program is dedicated to the development of aesthetically aware and technically proficient dance artists and educators. The program designs courses of study that foster creativity, are challenging and artistically meaningful, and develop skilled and sensitive performers, teachers, and consumers of the performing arts. The program facilitates the exploration of career opportunities for Dance majors in all areas of interest, including dance performance, choreography, pedagogy, dance and technology, and related scholarly research. The Dance Program commits to the education of all students and to connect that education with surrounding communities via historic, cultural and contemporary dance engagement. The Dance Program's mission is achieved through well-structured academic opportunities, participation in and appreciation of, outstanding dance experiences.

MUSIC

Music students: (a) develop writing and research skills to examine and communicate ideas about music and its relationship to different cultures, times and places; (b) develop competency as performers through the preparation of repertoire and technical studies; and (c) synthesize skills of performance, aural analysis, score analysis, technology, musicology, improvisation and composition in developing various creative products. Music students learn to collaborate and negotiate fluid and changing environments. This enables students to survive and thrive in work environments that require creativity, flexibility and persistence. Music offers opportunities for students to develop their creative and critical thinking skills. As a discipline, it forces individuals to reconcile diverse ideas and develop acute skills of cooperation and collaboration. Music opens doorways to careers in performance, music education, composition, musicology, ethnomusicology, and other fields that value creativity, discipline and collaboration.

THEATRE

Study of theatre provides students with useful tools to contribute to and make positive changes in society. Theatre students learn about diverse historical eras, communities and technologies. Theatre challenges students to be creative and to translate that creativity into applied processes to think precisely, speak confidently in public, work productively with others, visualize abstract

concepts and represent those concepts concretely. Theatre skills are useful in a variety of professions including, but not limited to, business, government, law, journalism, and public relations.

Students see their faculty being highly involved in their respective performing programs. WSU music faculty members are regularly invited to perform in venues throughout the United States, Europe, South America and Asian countries. Dance and Theatre faculty are equally involved in their specialties that involve guest directing, designing, choreographing, and performing in the community and across the nation. Faculty members in all three areas are called upon regularly to adjudicate performances across the state and beyond.

Students in our Performing Arts are exposed to a wide variety of performance, design and management opportunities that may not be available at other schools. Our performing ensembles are regularly invited to prestigious performance venues in and out of the country. A few examples from the last 5 years follow:

- 2018 - Moving Company (MC) is the Dance Area's performance and outreach course. This year MC students are collaborating with Music professor Carey Campbell and Visual Arts and Design professor Jason Manley. Dance and Sculpting students are collaborating to create performance works accompanied by electronic music compositions. This year's Moving Company community outreach partner is the Boys and Girls Club of Weber-Davis.
- 2018 – New Minor in Sound Production and Recording open to all WSU students.
- 2018 – WSU pianists earn 1st, 2nd & 3rd places in the Music Teachers Nat'l Association State of Utah Piano Solo Competition.
- 2018 – Theatre students traveled to New York City to collaborate with the theatre company *The Adjusted Realists*. The students held leadership or assistant positions in just about every area of production from lighting to technical direction to stage management.
- 2018 – Fifty-eight Orchestra, Choir, Flute Ensemble and Percussion Ensemble traveled to Hawaii at their own cost. They performed three collaborative concerts with the University of Hawaii, BYU Hawaii and Ko'olaulo'a Children's Chorus and the Polynesian Cultural Center.
- 2017 – Theatre student was recognized by the Kennedy Center American College Theatre Festival (KCACTF) for excellence in Sound Design for *We Foxes*.
- 2017 – Theatre student recognized by the KCACTF for excellence in Stage Management for *Where Words Once Were*.
- 2017 - Theatre student recognized by the KCACTF for excellence in Projection Design for *Where Words Once Were*
- 2017 – The Wildcat Marching band held “The Weber Band Experience.” 50 high school students from 15 area high schools participated. The students performed with the Wildcat band at halftime and played in the stands for the rest of the game.
- 2017 – The Jazz Band offered the first Jazz Festival with six high school bands performing and participating in clinics offered by WSU faculty and guest artists.
- 2017 – Four vocal/choral students were recently accepted into the Opera Viva Young Artists 2018 Summer Program that takes place in Turin, Italy.
- 2016 & 2017 – The Wildcat Marching Band performed at Utah State University in tandem with the USU-WSU football game.
- 2016-WSU Symphony Orchestra, and Chamber Choir invited to tour and perform in four locations in Southern Spain. Students participated at their own expense.
- 2016-WSU Chamber Choir was featured at the All-State Choir Festival.

2013, 2014 & 2015 - Weber State Theatre invited to perform at the Kennedy Center Collegiate American College Theatre Festival.

2013 and 2015: Fully staged operas produced on the Austad Stage: *Die Zauberflöte*. and *Madama Butterfly*

2004-2018 - Wind Ensemble students performs for the WSU High School Honor Band on campus. This annual event brings over 100 high school students to our campus in the biggest band recruitment event of the year.

2013-2016 – WSU students have won or placed in the following competitions: Coeur d’Alene Symphony National Young Artist Competition, Pacific International Piano Competition; Seattle International Piano Competition; “Rising Stars” International Piano Competition in Taipei, Taiwan; Wideman International Piano concerto Competition, LA; Schmidbauer International Young Artist Competition, TX; American Paderewski International Piano Competition, CA; Russian Music Piano Competition, CA; Sid and Mary Foulger International Music Festival Concerto Competition; American Protégé International Piano and Strings Solo Competition, NY; New York International Piano Competition, NY; MTNA (Utah) Steinway Young Artist Collegiate Piano Competition, UMTA (Utah) State Concerto Competition; Enkore Piano and Violin Competition;

All Weber State students have the opportunity to attend performances for free or at reduced rates thanks to the support of the SFRC.

1. Describe, in general, the evaluation process that your program/facility uses to assess your ability to meet your mission.

Some evaluation processes used are as follows:

- A. All students must audition for admittance into the various major and minor programs.
- B. Because of high demand, certain programs and classes in the theatre program are now being offered on an audition-only basis: including the Musical Theatre major and upper-division classes in Acting and Directing.
- C. There is a formal assessment of Performing Arts major and minor students as they continue through their programs. This assessment takes the form of capstone projects, required recital performances, semester proficiency examinations, and junior/senior seminars, to list a few. At each juncture of the students’ schooling their progress is assessed to determine if they are making sufficient progress to continue in the program. Juries (progress assessments), in all programs, are held regularly.
- D. There is the ongoing assessment of all students who are in the university performing organizations through performance examinations.
- E. There are annual faculty meetings and, occasionally, retreats at which the department faculty examines, and if necessary, changes the mission of the department in general and the three areas of Dance, Music, and Theatre, in particular to reflect our ongoing concern with having a mission that matches what we do.
- F. Many of the performing groups in the department have a loosely conceived “master plan” to assure that the performances presented over a three, four, or five year period incorporate a diversity of music considering style and genre.

- G. There is an informal but fairly accurate follow-up of alumni as they enter the workforce in their chosen areas. This gives a good indication of whether or not our students are being well prepared for their careers or for continued formal education.
- H. All of the above evaluative procedures are accomplished as a part of the department's ongoing assessment.

4. State any increases you received from student fees for 2018-19 (if any), and explain how the increases were/will be used.

The central mission of the Browning Center for the Performing Arts is to support student performing arts programs and productions, but there are significant behind-the-scenes costs involved in providing that support. In our request of 2018-2019, we sought a \$25,000 increase out of a three-year \$75,000 initiative to fund student labor involved in Performing Arts Productions. This request would help fund the student wages of stage managers, technical support and ushers. Traditionally there has been a shortfall in this budget area.

The SFRC proposed to fund this three year initiative for \$17,021 in the first year. Although we did not receive the requested \$25,000, we honored our decision to lower student ticket prices by 33%.

5. Describe any increases you are requesting from student fees for 2019-20 and explain your justification for the request. Each requested increase must be listed and described in your narrative (e.g., compensation, new positions, wage increases, travel, new programmatic initiatives, etc.). Any increase described in your narrative must be itemized on your budget spreadsheet (see question 6 below).

We want to continue this initiative agreed to last year to fund the cost of student labor. Upon receiving \$17,021 for the 2018-2019 Academic year, our new goal is to reach \$57,979 (\$75,000 - \$17,021) While we realize that \$57,979 is a big ask, we feel that it is thoroughly justified because 1) it directly supports student workers as they learn the different facets of the performing arts business while they pay their way through college; and 2) it directly supports the public performances that all students can attend and enjoy.

To make this ask attractive, we are willing to 1) ramp up to the annual \$57,979 total in \$20,000 increments over three years and 2) to offer students a very appealing deal: in exchange for the students fees, we will provide free tickets to all students for all student performances in theatre, dance, musical theatre, jazz, concert band, choir and symphonic orchestra.

Yet in order to get to the point where we can offer free tickets to the entire student body, we will need to offer incremental discounts over the three years to absorb the loss in ticket sales. Depending on SRC funding we could further discount student tickets over the next three years with all students receiving free tickets in 2021-2022.

6. Complete the attached spreadsheet outlining your overall budget and any requested increase. Each requested increase described in your narrative (see question 5 above) should correspond to the line items in the spreadsheet column "19-20 Change."

If you have any questions, please contact Jennifer Brustad at 626-8904, jenniferbrustad@weber.edu; Dave Taylor at 626-6737, dtaylor@weber.edu; Daniel Kilcrease at 626-6008, dkilcrease@weber.edu; or Brett Perozzi at 626-6008, brettperozzi@weber.edu.